

THE RELATIONSHIP BETWEEN TEACHER SIMILARITIES
AND TEACHING SUCCESS IN WORKING WITH
CULTURALLY ADVANTAGED CHILDREN

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Gary Hayden Sheldon
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Gary Hayden Sheldon

Approved by Committee:

Jack R. Jones
Chairman

Richard W. Longshore

Earle L. Canfield
Dean of the School of Graduate Studies

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Personnel officers of the Des Moines Independent Community School District have stated it is often a problem finding teachers to serve successfully in culturally advantaged area schools. Since the majority of teachers are from the middle class, it is important to understand the factors these teachers have in common that relate to their staying and succeeding in culturally advantaged areas where the children are from the upper-class.¹

I. THE PROBLEM

Statement of the problem. The amount of teacher turnover and dissatisfaction has been linked to the teacher's background, present activities, and attitude.² If this is true, perhaps there are relationships between teachers who stay in "culturally advantaged" areas and their backgrounds, present activities, and attitudes.

Purpose of the study. The purpose of this study was to find, if there were any, the similarities in the

¹W. L. Warner, American Life: Dreams and Reality (Chicago: University of Chicago Press, 1953), p. 176.

²"Teacher Mobility and Loss," Research Bulletin of the National Education Association, XLVI (December, 1968), pp. 118-119.

backgrounds, present activities and attitudes of teachers who have been successful in teaching in "culturally advantaged" areas. The hypothesis was that there was a relationship between backgrounds, present activities, and attitudes of teachers and the amount of success these teachers have had in instructing children from upper-class backgrounds.

II. DEFINITIONS OF TERMS USED

Culturally advantaged and upper-class. The term "culturally advantaged" refers to the segment of society that has had the opportunity for such experiences as books and travel. Perhaps the term should be "educationally advantaged", but since the term "culture" has been used to characterize education in the public's minds, it was used as such in this study. The term "upper-class" and "culturally advantaged" were used synonymously throughout the study.

Culturally advantaged area school in the Des Moines Independent Community School District. The term culturally advantaged area school applies to one family dwellings in elementary school attendance areas in the Des Moines Independent Community School District that were sold in 1969 for a mean resale value of \$19,000 or more.

Most successful teacher. The term "most successful" teacher refers to those teachers who have finished their three year probational period with the Des Moines Independent Community School District and were selected by their principals as being the "most successful" in their school buildings.

Similarity. A "similarity" will be noted when reported by 33.3 per cent or more of the teachers responding to the questionnaires.

III. THE PROCEDURE

The following forms of literature were reviewed: literature on teachers' background; literature on attitudes of teachers because of their background; literature on teacher attitudes and behavior; literature on teachers' present activities; and summary of previous studies.

Permission to carry out the study was sought and secured from the administrative heads of the Des Moines Independent Community School District.

The questionnaire was modeled after the Pupil Information Form supplied by the United States Office of Education.¹ The questionnaire was used in a Master

¹United States Office of Education, Pupil Information Form, Bud. Bur. No. 51-S68004 O.E. 4434-2.

Degree study at Drake University in 1969.¹ The questionnaire was validated by the teaching staff of the Phillips Elementary School in Des Moines, Iowa, and approved by the investigator's advisors. The questionnaire was given to the principals of "culturally advantaged" area schools in the Des Moines Independent Community School District. At the time the principal received the questionnaire, he was told that the purpose of the study was to find the "similarities" that exist between the "most successful" teachers because of their backgrounds, present activities, and attitudes.

For the principal the term "most successful" teacher was defined, and the procedure to be used in giving the questionnaire was described as follows:

1. Say to the teachers, "The questionnaire that I am asking you to fill out is designed to find the similarities that exist between teachers who teach in a 'culturally advantaged' area school."
2. Say to the teachers, "Do not at any time sign your name to any part of the questionnaire."
3. Say to the teachers, "When you have completed the questionnaire put it in the envelope"

¹B. T. Owens, "The Relationship Between Teacher Similarities and Teaching Success in Working with Culturally Disadvantaged Children" (Unpublished Master's Thesis, Drake University, 1969), pp. 62-73.

provided, seal it and mail it as soon as possible."

4. Say to the teachers, "By not signing your name and sealing the questionnaire in the envelope the only person to view the results will be the writer of the questionnaire, who has no idea who you are."
5. Say to the teachers, "You have one week if you need it to complete the questionnaire. When you finish, place the questionnaire in the stamped, addressed envelope provided and mail it."

The "most successful" teachers who teach in "culturally advantaged" area schools of the Des Moines Independent Community School District were given questionnaires concerning their background, present activities and attitudes. These questionnaires were designed to find the similarities that exist between teachers that were selected by their principals as being the "most successful" in teaching children from "culturally advantaged" areas.

After the questionnaires had been collected, a table containing each section of the questionnaire was designed and the "similarities" that exist between the "most successful" teachers of "culturally advantaged" students

were ranked on a percentage basis. From the results, general conclusions were drawn.

CHAPTER II

REVIEW OF RELATED LITERATURE

The following research studies have shown the type background the vast majority of teachers have, the way in which this background affects their teaching, the teachers' personal and social activities, and the effects of these teachers' attitudes and behavior, in general, on students in both "culturally advantaged" and middle-class schools.

I. LITERATURE ON TEACHERS' BACKGROUND

In a group of studies that lasted over twenty years, dealing with the social class origins of teachers, Warner and colleagues found that the overwhelming proportion of teachers were middle-class, often lower middle-class; from 92.5 to 98.0 per cent of the teachers in Warner's sample were assigned to the middle-class.¹

A study by McGuire and White designated 98.0 per cent of their sample teachers middle-class. One-third of these teachers came from upper middle-class backgrounds.²

¹Warner, loc. cit.

²C. McGuire and G. D. White, Social Origins of Teachers in Texas, cited by L. J. Stiles, The Teacher's Role in American Society (New York: Harper and Brothers, 1957), pp. 36-37.

Havighurst did a study designed to find the characteristics of successful elementary teachers of "culturally advantaged" children. He found forty-five per cent of these teachers were between fifty-one and sixty-five years of age, fifty-eight per cent had sixteen or more years teaching experience, and ninety per cent of the sample teachers were female.¹

Sproule stated the "most successful" teachers, in elementary schools, had childhood experiences in small communities and were rarely among the top students in high school and college based on tests and examination scores.²

The National Education Association's Research Bureau reported that of all elementary teachers 18.1 per cent had achieved a master's degree, 78.1 per cent were married or had been, and of those, 55.2 per cent had one or more children. Of those elementary teachers surveyed 90.3 per cent were Caucasian, 61.6 per cent reported owning their own home, 39.1 per cent were between thirty-five

¹Robert J. Havighurst, The Public Schools of Chicago (Chicago: The Board of Education of the City of Chicago, 1964), p. 342.

²Anna Sproule, "Some Characteristics of Teachers in Toledo, Ohio Public School System" (Unpublished Master's Thesis, Toledo University, 1968), p. 97.

and forty-nine years of age, and 24.1 per cent were fifty years of age or over.¹

II. LITERATURE ON ATTITUDES OF TEACHERS BECAUSE OF THEIR BACKGROUNDS

Hoehn stated that there is a difference between the treatment of upper, middle, and lower-class children by their teachers. He found that by using the Anderson-Brewer schedule of dominative-integrative behavior that the amount of contact between teacher and student, of all classes, was not different, but that the amount of contact of "domination with conflict" was greater for low social class children than for their upper and middle-class counterparts. He found the proportion of "integration with the evidence of working together" and the ratio of integrative to dominative contacts both favored the upper-class students over their middle and lower-class counterparts.²

Cheyney reported that the hiring of teachers with similar backgrounds to those of the students did not

¹"Characteristics of Teachers," Research Bulletin of the National Education Association, October, 1967, pp. 87-88.

²A. J. Hoehn, "A Study of Social Status Differentiation in the Classroom Behavior of Nineteen Third Grade Teachers," Journal of Social Psychology, XXXIX (1954), 269-292.

seem to affect the overall attitudes of teachers in general.¹

In a study by Sexton it was found that teachers tended to identify with the upper-income group.²

Edwards stated that a teacher's judgment regarding his own behavior is based almost entirely on feeling. There is not time for a deductive process of which the decision-maker is aware. The teacher may think before he acts, but he has time only to sense a generalized feeling at the conclusion of this process. On the basis of this feeling, he acts, or he does not act.³

Dugan concluded, "Perhaps no one personality factor will ever be found to be predictive of success in teaching." The effective teacher, probably, will have certain patterns of personality factors coupled with certain professional factors that will best fit a specific teaching job.⁴

III. LITERATURE ON TEACHER ATTITUDE AND BEHAVIOR

Baxter showed that by studying, over a four month

¹Arnold B. Cheyney, "Teachers of the Culturally Deprived," Exceptional Children, XXXIII (October, 1966), 83-88.

²Patricia C. Sexton, Education and Income (New York: The Viking Press, 1961), p. 231.

³J. Bentley Edwards, "Teacher Attitude and Cultural Differentiation," Journal Experimental Education, (Winter, 1966), 80-92.

⁴Ruth R. Dugan, "Personality and the Effective Teacher," Journal of Teacher Education, XII (September, 1961), 337.

period, the behavior of teachers and the effect they had on their students, that the teachers tended to stimulate the pupils to the same kinds of behavior which they exhibited.¹

Thompson reported that of the many different sources of social influence within the classroom, the teacher's behavior tends to establish the key note of this "social climate." The teacher, like any other person, has a complex personality. His psychological needs, attitudes, prejudices, conflicts, and personal-social values are translated into behavior patterns which become potent influences on his pupils' social growth.²

Eargle reported that teachers may be guilty of being more lenient toward the upper-class child because his family is at the top of the power structure of the community. The school might even be guilty of having double standards for disciplining children of different social classes.³

Sims found in a classification of teachers' attitudes a very conservative bias. Whereas urban labor was judged to be twenty-nine per cent conservative and thirty-eight per cent radical, teachers in his study were seventy-one

¹B. Baxter, Teacher-Pupil Relationship (New York: The MacMillan Company, 1942), p. 166.

²G. E. Thompson, Child Psychology (New York: Houghton Mifflin Company, 1952), p. 529.

³Zane E. Eargle, "Social Class and Student Success," High School Journal, XLVI (February, 1963), 163.

per cent conservative and four per cent radical. In summarizing his data Sims stated, "The majority of the teachers showed little sympathy with labor and laboring people, generally considered themselves a 'cut above' skilled workers and, to a lesser extent, above 'white collar' workers."¹

Danes saw the greater the psychological health, the greater the possession of attitudes and values characteristic of effective teaching. Therefore, a large component of what makes an effective teacher seems to be the degree to which he is psychologically healthy or self-actualizing or fulfilling the uniquely human potential.²

Martin stated the teaching situations in which success is possible for some personalities may be untenable for others. Peculiar personal strengths can flourish best in a situation that offers the kind of support needed.³

Ryon reported that psychiatrists and mental hygienists agree that teachers play an important part in determining children's behavior. Many of them put the school with its

¹v. M. Sims, "The Social Class Affiliations of a Group of Public School Teachers," School Review, LIX (1951), 338.

²Herbert M. Danes, "Psychological Health and Teaching Effectiveness," Journal Teachers Education, XVII (Fall, 1966), 301-306.

³Clyde Martin, "The Emotional, Social and Psychological Make-Up of the Teacher and Its Relationship to Teaching," Childhood Education, XLIV (December, 1967), 238.

childhood associations next to the home as a significant factor in the development of personality, and consider the teacher second only to the parent in influencing for good or evil the mental health of the child.¹

Ryans found that elementary teachers who were "most successful" with respect to over-all classroom behavior were "more emotionally stable than the average adult".²

Edwards concluded that the success of a teacher, of any social classes children, does not depend heavily on the attitudes of the teacher. Rather it depends on the extent to which the teacher has been able to work out classroom techniques and procedures that are successful in the sense of keeping teachers and students, hence administrators and parents, reasonably content with the classroom situation.³

IV. LITERATURE ON THE TEACHERS' PRESENT ACTIVITIES

Standlee and Popham stated that married teachers participated more in school related, organizational,

¹W. C. Ryon, Mental Health Through Education (New York: The Commonwealth Fund, Division of Publications, 1938), p. 11.

²David G. Ryans, Characteristics of Teachers (Washington, D.C.: American Council on Education, 1960), p. 366.

³Edwards, op. cit., p. 85.

entertainment and hobby activities, whereas single teachers enjoyed entertainment activities.¹

Ryans commented there was a tendency for the "most successful" teachers to possess strong interest in reading and literary affairs; be interested in music, painting, and the arts in general.²

Cook and Greenhoe reported that ninety-five per cent of the teachers they studied participated in community activities, but these were principally religious, professional, and relief and welfare organizations.³

The National Education Association's Research Bureau cited eighty per cent of all teachers, in the organization, as belonging to, and being active in, at least one of the following activities: religious, civic, youth serving, political and fraternal.⁴

Alilunas stated teachers felt very little pressure to join community groups. As a group, teachers revealed

¹L. S. Standlee and W. J. Popham, "Participation in Leisure Time Activities as Related to Selected Vocational and Social Variables," Journal Psychology, XLVI (1958), 149-154, cited by N. L. Gage, Handbook of Research on Teaching (Chicago: Rand McNally and Company, 1963), p. 532.

²Ryans, op. cit., p. 358-360.

³L. A. Cook and Florence Greenhoe, "Community Contacts of 9,122 Teachers," Social Forces, XIX (1940), 63-72, cited by N. L. Gage, Handbook of Research on Teachers (Chicago: Rand McNally and Company, 1963), p. 769.

⁴"Teachers in Public Schools," Research Bulletin of the National Education Association, February, 1963, pp. 87-88.

no substantial leadership in any type of organized community life other than church work and parent-teacher associations.¹

Steele and Bottrell concluded teachers played extensive leadership roles in only two groups of organizations, religious and recreational. As members of community organizations, teachers appear to participate less than moderately in terms of attendance and leadership. The data warrant the conclusion that their participation, in organizations in which membership is held, with the exceptions of religious and recreational organizations, is nominal. Membership does not appear to be an accurate indication of participation, even in organizations of highest membership.²

London and Larsen stated that the bulk of teachers' leisure time is really used in an extreme concentration of participation in a very small number of activities. Most of the recreations pursued frequently by teachers appeared, to them, to be oriented toward "taking it easy" both physically and mentally. They concluded teachers do not feel compelled to cherish their leisure, employ it to particular ends, or generally to exploit it consciously. "Since so

¹L. J. Alilunas, "Community Life of Teachers," Journal of Teacher Education, VI (September, 1955), 194.

²Henry B. Steele and Harold R. Bottrell, "How Much Community Participation," Phi Delta Kappan, XXXIX (February, 1958), 232.

much time is leisure time, however, the implied net result for teachers is a somewhat listless, colorless, and subdued existence."¹

V. SUMMARY OF PREVIOUS STUDIES

These studies all agree on one fact. That fact being that a very high proportion of teachers, including those that are successful in teaching "culturally advantaged" students, have been, or are now, members of the middle-class.

These studies showed the successful teacher of "culturally advantaged" students inclining to identify with and show favorable attitudes toward children of upper-class groups. Danes stated that psychological health is more important than anything else,² and Edwards expressed the belief that classroom technique and procedure satisfactory to pupil and parent are the best methods when teaching "culturally advantaged" students.³

The activities of the teachers seemed to lean toward personal activities and away from social functions that involve time in problems of and decision making for the

¹Perry London and Donald E. Larsen, "Teachers' Use of Leisure," Teachers College Record, LXV (March, 1964), 544-545.

²Danes, loc. cit.

³Edwards, loc. cit.

community in which they teach.

One may conclude that studies indicate that the majority of successful teachers of "culturally advantaged" students do come from the middle-class. However, it is not the social class itself but the individual who will determine whether he is to be a success in teaching "culturally advantaged" students.

CHAPTER III

In this chapter the investigator reports the results gained from the questionnaires that were sent to teachers who were selected, by their principals, as being the "most successful" in teaching in "culturally advantaged" areas. The questionnaires were designed to find whether there were similarities in backgrounds, present activities, and attitudes of these teachers. A similarity will be noted when reported by 33.3 per cent or more of the respondents.

I. RESULTS OF THE SURVEY

The study showed that of the seventy-two teachers responding to the questionnaires, forty-two participated in either indoor or outdoor sport. It was also found that thirty teachers stated they did not participate in either indoor or outdoor sport. Similarities, therefore, exist because forty-two (58.3 per cent) of the reporting teachers participated in either an indoor or outdoor sport, and thirty (41.6 per cent) teachers did not participate in either an indoor or outdoor sport. The most commonly named sports were:

1. Swimming by twelve teachers
2. Bowling by ten teachers
3. Golf by ten teachers
4. Boating by seven teachers

5. Walking by six teachers

Sixty-nine of the teachers involved in the survey had a hobby. A similarity, therefore, exists because sixty-nine (95.8 per cent) of the entire group participated in a hobby. The most commonly named hobbies were:

1. Reading by thirty-two teachers
2. Sewing by thirty-two teachers
3. Gardening by nineteen teachers

It was found that fifty-seven of the seventy-two teachers belonged to clubs that were not limited to educators. A similarity, therefore, exists because fifty-seven (79.1 per cent) of the teachers questioned belonged to clubs other than ones limited to educators. The most commonly named clubs were:

1. Church clubs by fifteen teachers
2. P.E.O. by eleven teachers
3. Order of Eastern Star by ten teachers
4. Bridge clubs by seven teachers

The following is the results of the question "How many years have you taught?":

<u>Years taught</u>	<u>Number of teachers</u>
1-10	11
11-20	30
21-30	17
31-40	12
<u>41 or over</u>	<u>1</u>
Total 72	

Since a total of thirty teachers had taught from eleven to twenty years a similarity exists with the thirty representing 42.2 per cent of the entire group.

The mean years taught were 20.3.

It was noted that one of the teachers was in her third year of teaching and one in her forty-first year.

When asked the question "How many years have you taught 'culturally advantaged' children?" the following results were received:

<u>Years taught</u>	<u>Number of teachers</u>
1-10	34
11-20	24
21-30	10
<u>31 or over</u>	<u>2</u>
Total 70	

Similarities, therefore, exist because thirty-four (48.5 per cent) of all subject teachers had taught "culturally advantaged" children from one to ten years and twenty-four (34.2 per cent) of all respondents had taught "culturally advantaged" children from eleven to twenty years.

The mean years taught were 12.3.

Concerning the question "How much time do you spend per week in preparation and evaluation for your teaching duties?" the teachers reported as follows:

<u>Hours per week</u>	<u>Number of teachers</u>
1-10	25
11-20	33
21-30	7
<u>31 or over</u>	<u>2</u>
Total	67

Similarities, therefore, exist because twenty-five (37.3 per cent) of the subject teachers spent from one to ten hours per week in preparation and evaluation of their teaching duties, and thirty-three (49.2 per cent) teachers spent from eleven to twenty hours per week in preparation and evaluation of their teaching duties.

The mean hours as shown by the above chart were 33.0.

When asked "What grade do you teach?" the results were:

<u>Grade taught</u>	<u>Number of teachers</u>
Kindergarten	6
First	12
Second	12
Third	14
Fourth	6
Fifth	3
Sixth	6
Fourth-Sixth	3
Fifth-Sixth	4
First-Sixth	2
First-Third	1
Academically Talented	2
<u>Library Teacher</u>	<u>1</u>
Total	72

No similarity exists between the grade taught and the amount of success enjoyed by teachers of "culturally advantaged" children.

It was noted that forty-five of the subject teachers taught in the primary level (Kindergarten through third) of elementary education.

The teachers responded to the question "How long have you taught in your present school?" as follows:

<u>Years taught</u>	<u>Number of teachers</u>
1-5	36
6-10	13
11-15	14
16-20	3
<u>21-25</u>	<u>6</u>
Total 72	

Hence a total of thirty-six teachers had taught from one to five years in their present school. A similarity, therefore, exists because thirty-six (50.0 per cent) of all subject teachers had taught in their present school from one to five years.

The mean years taught in teachers' present school were 8.37.

When asked the question "Would you please list the following physical characteristics that you possess?"

the following results were received:

<u>Height of female</u> <u>teachers</u>	<u>Number of teachers</u>
5'0"-5'2"	18
5'3"-5'5"	25
5'6"-5'8"	20
<u>5'9" or above</u>	<u>3</u>
Total 66	

Hence, twenty-five female teachers stood between 5'3" and 5'5" in height. A similarity, therefore, exists because twenty-five (37.8 per cent) of all female teachers were between 5'3" and 5'5" tall.

The mean height of female teachers teaching "culturally advantaged" children was 5'4.3".

<u>Height of male</u> <u>teachers</u>	<u>Number of teachers</u>
5'9"	1
5'10"	2
5'11"	-
6'0"	1
<u>6'1"</u>	<u>1</u>
Total 5	

Hence, two male teachers each stood 5'10". A similarity, therefore, exists because two (40.0 per cent) of all male subject teachers stood 5'10" in height.

The mean height of male teachers teaching "culturally advantaged" children was 5'10.8".

By sex the teachers were thus represented:

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Sex of teacher	5	67	72

A similarity exists between the amount of success the teachers enjoyed and their sex. This fact is represented in the above chart which showed that sixty-seven (93.0 per cent) of the teachers were female.

<u>Weight of female teachers</u>	<u>Number of teachers</u>
100-119 pounds	12
120-139	29
140-159	21
<u>160 or over</u>	<u>4</u>
	Total 66

A similarity exists between the weight of the female teacher and the amount of success enjoyed when teaching "culturally advantaged" children. This fact is represented by the twenty-nine (43.9 per cent) teachers who weighed between 120 and 139 pounds.

The mean weight of female teachers teaching "culturally advantaged" children was 132.3 pounds.

<u>Weight of male teachers</u>	<u>Number of teachers</u>
160-179 pounds	2
<u>180 or over</u>	<u>3</u>
	Total 5

Similarities, therefore, exist because two (40.0 per cent) of the male subject teachers weighed between 160 and 179 pounds, and three (60.0 per cent) of the male subject teachers weighed 180 pounds or over.

The mean weight of male teachers teaching "culturally advantaged" children was 178.0 pounds.

When the subject teachers were asked to state their age, the following results were reported:

<u>Age</u>	<u>Number of teachers</u>
20-35	9
36-50	25
<u>51 or over</u>	<u>35</u>
Total 69	

Hence a total of twenty-five of the teachers were from thirty-six to fifty years of age and thirty-five of the teachers were fifty-one or over. Similarities, therefore, exist because twenty-five (36.2 per cent) subject teachers were between thirty-six and fifty years of age, and thirty-five (50.7 per cent) teachers were fifty-one years of age or over.

The mean age of teachers teaching "culturally advantaged" children was 49.0 years.

The study showed that of the seventy-two teachers responding to the survey, seventy belonged to the National Education Association and to its local affiliates, two

belonged to the American Federation of Teachers. A similarity, therefore, exists because seventy (98.6 per cent) of all subject teachers were members of the National Educational Association and its local affiliates.

It was noted that one subject teacher did not belong to either the National Education Association and its local affiliates or the American Federation of Teachers, and that one subject teacher belonged to both organizations.

Of the seventy-two teachers responding to the questionnaire forty-four participated in other educational associations. A similarity, therefore, exists because forty-four (61.1 per cent) participated in at least one other educational association. The most commonly named educational associations were:

1. Association for Childhood Education by twenty-three teachers
2. Delta Kappa Gamma Honorary Society by eleven teachers
3. Alpha Delta Kappa Honorary Sorority for teachers by six teachers

When asked the question "How many colleges or universities did you attend before you graduated?" twenty-seven stated one college, twenty-nine stated two, eight stated three, seven stated four and one stated five. Similarities, therefore, exist because twenty-nine (40.2 per cent) attended

two colleges or universities and twenty-seven (37.5 per cent) attended one college or university.

The study revealed that forty of the teachers selected as being "most successful" in teaching "culturally advantaged" children had graduated from Drake University. A similarity, therefore, exists because forty (55.5 per cent) were graduates of Drake University. Other institutes of higher learning that had more than one "most successful" graduate were: University of Northern Iowa with nine teachers, Simpson College with four teachers, and the State University of Iowa with two teachers. Seventeen other colleges or universities graduated one "most successful" teacher each.

In answering the question "What was your grade point while in college?" the results were as follows:

<u>Grade point</u>	<u>Number of teachers</u>
2.5-2.9	11
3.0-3.4	42
<u>3.5</u> or over	<u>7</u>
Total 60	

Since a total of forty-two teachers had grade points of 3.0 to 3.4 a similarity exists, since the forty-two represent 70.0 per cent of the sixty teachers responding to the question.

The mean grade point achieved while in college by the sixty responding teachers was reported as 3.27.

The study showed that of the seventy-two teachers questioned, seven had their master's degree plus thirty graduate hours, thirteen had their master's degree, twenty-seven had their bachelor's plus fifteen hours, and twenty-five had received their bachelor's degree. Similarities, therefore, exist because twenty-seven (37.5 per cent) of the teachers had a bachelor's degree plus fifteen hours, and twenty-five (34.7 per cent) of the teachers had only a bachelor's degree.

In answering the question "What was your major in college?" twenty-nine of the seventy-two teachers replying stated that their major was elementary education. A similarity, therefore, exists because twenty-nine (40.2 per cent) had majored in elementary education. Of the remaining forty-three, ten had majored in English, nine had majored in social science, five had majored in science, four in music, and two in home economics. The remaining twelve majored in fields different from those previously stated and from one another.

The results of the question "What was your minor in college?" were as follows:

<u>Minor while in</u> <u>college</u>	<u>Number of teachers</u>
Science	13
English	11
Social science	10
History	7
Elementary education	4
Music	3
Art	2
French	2
Physical education	2
<u>Sociology</u>	<u>2</u>
Total	56

The remaining seven teachers replying to this question minored in fields different from those previously stated and from one another. No similarity, therefore, exists between the "most successful" teachers of "culturally advantaged" children and the subject they had minored in while in college.

At the present time, school year 1969-1970, eight of the seventy-two teachers questioned were taking courses at a college or university. Since sixty-four of the seventy-two teachers were not taking courses at a college or university, a similarity exists, because the sixty-four represent 88.8 per cent of the entire group.

Of the seventy-two teachers who replied to the question "Have you taken courses at a college or university during the past school year?" twelve of the teachers stated that they had taken courses, and sixty stated they had not. A similarity, therefore, exists because sixty (83.3 per cent) had not taken a course at a college or university during the past school year.

It was found that of the seventy-two teachers questioned, sixty-three belonged to the Protestant faith, six were Roman Catholic, none belonged to the Hebrew faith, and two professed a faith other than the above or had no religious faith. A similarity exists since a total of sixty-three of the teachers belonged to the Protestant faith, the sixty-three representing 87.5 per cent of the entire group.

Of the seventy-two teachers questioned, thirty-seven went to church regularly, twenty-two went often, eleven went seldom, and two never attended church. A similarity, therefore, exists because thirty-seven (51.3 per cent) went to church regularly.

Forty-two of the teachers involved in the survey were married, twenty were single, five were divorced and five were widows. There were no widowers among the teachers. A similarity, therefore, exists because forty-two (58.3 per cent) of the teachers were married.

Of the fifty-two teachers involved in the study who either were married or had been married, thirteen had no children, eleven had one child, fifteen had two children, ten had three children, and three had four children. Since a total of thirty-nine teachers had one or more children, a similarity exists, as the thirty-nine represent 54.1 per cent of the seventy-two responding to the question.

Sixty of the seventy-two teachers, replying to a question concerning their place of residence, stated they owned their own home, twelve rented apartments, and none rented their home. A similarity exists since a total of sixty of the teachers owned their own home, with sixty representing 83.3 per cent of the entire group.

Seventy-two teachers answered the question concerning the type neighborhood in which their place of residence was located. Of these seventy-two, sixty-four stated that their neighborhood was primarily residential, five stated that their homes were located in a small town, two stated that their neighborhood was classified both residential and commercial or industrial, one stated that her neighborhood was located in a primarily rural or open country area, and none of the teachers classed his place of residence as being primarily commercial or industrial area. A similarity, therefore, exists because sixty-four (88.8 per cent) of the teachers lived in a neighborhood that was primarily residential.

Seventy-two teachers answered the question concerning the price range of the home they occupied. Of these seventy-two, thirty-six stated their home was worth twenty thousand dollars or more, twenty-nine stated that their home had a value of fifteen to twenty thousand dollars, six stated their home was worth ten to fifteen thousand dollars, one stated her home was worth five to ten thousand dollars, and none reported living in a home worth less than five thousand dollars. Similarities, therefore, exist because thirty-six (50.0 per cent) stated their home was worth twenty thousand dollars or more, and twenty-nine (40.2 per cent) stated that their home had a value from fifteen to twenty thousand dollars.

When the subject teachers were asked "How many children were in your parents' home while you lived with them?" eight stated one, sixteen stated two, twenty-one stated three, nine stated four, eight stated five, three stated six, three stated seven, two stated nine, and two stated ten. No similarity exists between the number of children that were in the teacher's parents' home and the amount of success enjoyed by the teachers of "culturally advantaged" children.

It was found that of the seventy-two teachers reporting, forty-six stated their parents and family had gone to church regularly when the teacher had lived with them,

thirteen stated the parents had gone often, ten stated seldom, and three stated never. A similarity, therefore, exists because forty-six (63.8 per cent) stated that their parents and family had gone to church regularly.

It was found that of the sixty-seven teachers answering the question concerning the amount of education their father had, twenty-five reported their father had a high school education, twenty-two reported their father had less than a high school education, two reported their father had one year of college, six reported their father had two years of college, none reported his father as having attended college for three years, and twelve reported that their fathers were college graduates. A similarity, therefore, exists because twenty-five (37.4 per cent) reported that their fathers had terminated their education with high school graduation.

Concerning the educational level of the teacher's mother, the report showed that twenty-five mothers had completed high school, twenty-five had less than a high school education, six had one year of college, six had two years, two had three years of college, and eight had graduated from college. Similarities, therefore, exist because twenty-five (34.7 per cent) reported that their mother had terminated her education with high school graduation, and twenty-five (34.7 per cent) reported their

mother had less than a high school education.

When the subject teachers were asked "Was your mother or female guardian employed during the majority of the time you lived with her?" sixty-six stated "no" and six "yes". A similarity, therefore, exists because sixty-six (91.6 per cent) stated that their mother or female guardian did not work during the majority of the time the teacher lived with her. Of the six reporting "yes," four stated the type job, according to Warner's¹ classification of occupation, held by the mother or female guardian is as follows:

1. Professional by one mother
2. Skilled by one mother
3. Semi-skilled by two mothers

Of the seventy-two teachers responding to the question "Was your father or male guardian employed during the majority of the time you were living with him?" seventy teachers reported "yes" and two "no." A similarity, therefore, exists because seventy (97.2 per cent) stated that their father or male guardian did work during the majority of the time that the teacher lived with him. Of the seventy reporting "yes," the type job, with the exception of farming, are classed according to Warner's² definitions. Those

¹W. Lloyd Warner, Social Class in America (Chicago: Science Research Association, Inc., 1949), pp. 140-141.

²Ibid.

farming were counted separately because of their large number. The type occupations held by the fathers or male guardians are as follows:

1. Farmer by thirty-eight
2. Professional by five
3. Skilled by eleven
4. Semi-skilled by sixteen

A total of thirty-eight of the fathers or male guardians were farmers. A similarity, therefore, exists because thirty-eight (54.2 per cent) of the fathers or male guardians were farmers.

When asked to describe the type neighborhood in which they lived, when they lived with their parents, twenty reported their neighborhood as being primarily residential, thirty-seven reported primarily farm or open country neighborhood, fifteen reported that they lived in a small town of less than twenty-five thousand population, none classified their neighborhood as being both residential and commercial or industrial, and none reported that his neighborhood was primarily commercial or industrial. A similarity, therefore, exists since in reporting the type neighborhood in which they lived in their parental home, thirty-seven (51.3 per cent) of the teachers reported their neighborhood as being primarily farm or open country.

Concerning the type of house of their parental homes, sixty-six respondents described their home as being a well-kept single family house, four stated that it was a run-down single family house, two reported their house was a well-kept multi-family dwelling, and none described his house as being a run-down multi-family dwelling. A similarity, therefore, exists because sixty-six (91.6 per cent) described their parental homes as being a well-kept single family house.

The study showed that of the seventy-two teachers responding to the questionnaire, forty-eight teachers reported that their parents wanted them to graduate from college, nine reported they were encouraged to be near the top of their class, five stated they knew their parents wanted them to graduate from high school, three were urged to achieve promotion each school year, and seven reported they did not know what educational aspirations were held for them. A similarity, therefore, exists since forty-eight (66.6 per cent) of the teachers reported that their parents wanted them to graduate from college.

When asked the question "What school experiences did you have before entering first grade?" teachers replied as follows:

1. Three teachers replied they had attended nursery school only

2. Thirty-four Sunday school only
3. Eleven stated Sunday school and summer Bible school
4. None reported that they attended only summer Bible school
5. Twenty-four stated that they had no school experience

Similarities, therefore, exist because thirty-four (47.2 per cent) of the teachers reported that they had attended only Sunday school before they entered first grade, and twenty-four (33.3 per cent) of the teachers stated that they had no school experience before entering the first grade.

Seventy-two teachers answered the question "How many schools did you attend during the school years from kindergarten through the sixth grade?" the following results were obtained:

<u>Number of schools</u>	<u>Number of teachers</u>
1	40
2	24
3	3
4	2
<u>5</u>	<u>3</u>
	Total 72

Similarities, therefore, exist because forty (55.5 per cent) of the teachers reporting stated they attended one school during the school years from kindergarten through the sixth grade, and twenty-four (33.3 per cent) teachers reported they attended two schools during the school years from kindergarten through the sixth grade.

Concerning the racial population of the school attended, from kindergarten through sixth grade, sixty-five reported that the student population of their school was ninety per cent or more Caucasian, four reported the student population was racially mixed, and three reported the student population as being ninety per cent or more non-white. A similarity, therefore, exists because sixty-five (90.2 per cent) reported that the schools they attended from kindergarten through the sixth grade were ninety per cent or more Caucasian.

When asked whether the school they attended was public, private, or if they had attended both public and private schools, sixty-seven teachers reported that they had attended public schools, four had attended both public and private schools and none reported having attended only private schools. A similarity, therefore, exists because sixty-seven (94.5 per cent) stated they had attended public schools.

Of the seventy-two teachers replying to the question "Are you a veteran of one of the branches of the United States armed forces?" sixty-eight were not veterans of a branch of the United States armed forces. A similarity, therefore, exists because the sixty-eight who were not veterans of any of the United States armed forces represent 95.7 per cent of the respondents.

Concerning the race or ethnic group to which the teachers questioned belonged it was found that sixty-nine were Caucasian, one was Negro, and one was an American Indian. A similarity, therefore, exists because sixty-nine (98.5 per cent) of the teachers reporting to this question were Caucasian.

The study showed that sixty-four of the teachers questioned did not smoke tobacco, whereas eight did. A similarity, therefore, exists because sixty-four (88.8 per cent) did not smoke.

Of the seventy-two teachers questioned as to whether they drank alcoholic beverages, thirty-six replied that they did and thirty-six that they did not. Similarities, therefore, exist because thirty-six (50.0 per cent) of them did drink alcoholic beverages and thirty-six (50.0 per cent) of the teachers reporting did not drink alcoholic beverages. Of those that drank sixteen preferred wine, ten beer, and ten hard liquor.

The results of the question "How much time do you spend watching television during an average week?" were as follows:

<u>Hours per week</u>	<u>Number of teachers</u>
1-10	62
<u>11-20</u>	<u>7</u>
	Total 69

Since a total of sixty-two teachers watched television from one to ten hours per week a similarity exists, since sixty-two represent 89.8 per cent of the teachers replying to the question.

The mean amount of time spent by teachers watching television per week was 6.43 hours.

Seventy-two teachers listed in order of preference their top five choices of what type event they enjoyed attending. The scale used to compute their choices was formulated by giving the fifth choice one point, the fourth choice two points, the third choice three points, the second choice four points, and the first choice five points. Similarities were deemed to exist, when a category showed one-third (33.3 per cent) of the points possible for that category or 120, one-third of the total number of teachers responding (72) times the point total of highest response (5) or 360. The responses were then totaled giving the results that follow:

<u>Event</u>	<u>Total points</u>
Tour historical sites	197
Musical stage play	195
Serious stage play	131
Educational activities	121
Concert	107
Movie	101
Sporting event	95
Travel film	90
Guest lecture	43

The answers received concerning this question showed that there are similarities between subject teachers who have been successful when teaching "culturally advantaged" children and the type events they enjoyed attending. Those categories with similarities were the touring of historical sites (54.7 per cent), the attending of musical stage plays (54.1 per cent), the attending of serious stage plays (36.3 per cent) and the engaging in educational activities (33.5 per cent).

Sixty-nine teachers answered the question dealing with the type television programs they enjoyed watching. A detailed description of the type of programs appears in the Appendix.¹ The scale used to compute the choices was formulated by giving the fifth choice one point, the fourth choice two points, the third choice three points, the

¹Appendix B

second choice four points, and the first choice five points. Similarities were deemed to exist, when a category showed one third (33.3 per cent) of the points possible for that category or 115, one-third of the total number of teachers responding (69) times the point total of highest response (5), or 345. The responses were then totaled giving the results that follow:

<u>Television program</u>	<u>Total points</u>
National news	214
Local news	212
Special or documentaries	133
Movie	86
Light comedy	66
Educational television	48
Panels	47
Talk shows	45
Variety	43
Western	37
Sports	36
Crime and detection	31
Dramatics	21
Quiz shows	12
Soap opera	4
Science fiction	0

The answers received concerning this question showed that there are similarities between subject teachers who have been successful when teaching "culturally advantaged" children and the type television programs they enjoyed viewing. Those categories with similarities were the national news (62.0 per cent), the local news (61.4 per cent), and specials or documentaries (38.5 per cent).

Seventy-two teachers listed in order of preference their top five choices of what they enjoyed doing in their leisure time. The scale used to compute their choices was formulated by giving the fifth choice one point, the fourth choice two points, the third choice two points, the second choice four points, and the first choice five points. Similarities were deemed to exist, when a category showed one-third (33.3 per cent) of the points possible for that category or 120, one-third of the total number of teachers responding (72) times the point total of highest response (5), or 360. The responses were then totaled giving the results that follow:

<u>Leisure time activity</u>	<u>Total points</u>
Read	188
Work on your hobby	145
Stay home with the family	113
Dine out	102
Visit relatives	72
Go for a drive	66
Participate in outdoor activities	63
Go shopping	55
Play cards with friends	47
Watch television	44
Visit friends	38
Continue your education	37
Camp out	32
Participate in a sport	23
Work with young people	21
Sing with groups	18
Donate time to community organizations	10
Political activities	6

The answers received concerning this question showed that there are similarities between subject teachers who have been successful when teaching "culturally advantaged" children and the leisure time activities they pursued. Those categories with similarities were reading (58.7 per cent) and working on a hobby (45.3 per cent).

The data with regard to teacher "similarities" are presented in Table I. The table is constructed on a percentage basis to show the amount of similarity that exists between the "most successful" teachers of "culturally advantaged" children. Table I shows that sixty-eight characteristics were reported by at least one-third of the teachers, ranging from the characteristic of membership in the National Education Association and its local affiliates, reported by 98.6 per cent, to the characteristics of having had no school experience before entering the first grade and of having attended two schools during the school years from kindergarten through the sixth grade, reported by 33.3 per cent of the respondents.

TABLE I

"SIMILARITIES"* FOUND AMONG THE "MOST SUCCESSFUL"+ TEACHERS
OF "CULTURALLY ADVANTAGED"‡ SCHOOLS IN
THE DES MOINES INDEPENDENT COMMUNITY
SCHOOL DISTRICT, 1969-1970

Similarities	Rank in percentage
1. Was a member of the National Education Association and its local affiliates	98.6
2. The race was Caucasian	98.5
3. The father worked while the teacher lived with him	97.2
4. Had a hobby	95.8
5. Was not a veteran of the United States armed forces	95.7
6. Attended public schools	94.5
7. The sex was female	93.0
8. The mother did not work while the teacher lived with her	91.6
9. The teacher's parents' home was a well-kept single family home	91.6
10. School attended from kindergarten through the sixth grade was 90 per cent or more Caucasian	90.2

*When reported by 33.3 per cent or more of the teachers responding to the question.

+Those teachers who have finished their three year probational period with the Des Moines Independent Community School District and were selected by their principal.

‡A school in an elementary school attendance area in which the mean resale value of all one family dwellings was \$19,000 or more in 1969.

TABLE I (continued)

11. Watched television one to ten hours per week	89.8
12. Did not take graduate courses during the school year 1969-1970	88.8
13. Place of residence primarily residen- tial neighborhood	88.8
14. Did not smoke tobacco	88.8
15. Belonged to the Protestant faith	87.5
16. Did not take graduate courses during the school year 1968-1969	83.3
17. Owned home	83.3
18. Belonged to clubs not limited to educators	79.1
19. College grade point was three point zero to three point four	70.0
20. Parents wanted the teacher to graduate from college	66.6
21. Parents' family attended church regularly	63.8
22. Watched national news on television	62.0
23. Watched local news on television	61.4
24. Belonged to at least one other educational organization besides the National Education Association	61.1
25. Male subject teachers weighed 180 pounds or over	60.0
26. Read during leisure time	58.7

TABLE I (continued)

27. Participated in either an indoor or an outdoor sport	58.3
28. Was married	58.3
29. Graduated from Drake University	55.5
30. Attended one school from kindergarten through the sixth grade	55.5
31. Toured historical sites	54.7
32. Father or male guardian was farmer	54.2
33. Had one or more children	54.1
34. Attended musical stage plays	54.1
35. Went to church regularly	51.3
36. Teacher's parents' neighborhood was open country	51.3
37. Were fifty-one years of age or older	50.7
38. Taught in present school one to five years	50.0
39. Owned home worth \$20,000 or more	50.0
40. Did not drink alcoholic beverages	50.0
41. Did drink alcoholic beverages	50.0
42. Spent from eleven to twenty hours per week planning for teaching	49.2
43. Had taught "culturally advantaged" children one to ten years	48.5
44. Attended Sunday school before starting first grade	47.2
45. Worked on hobby during leisure time	45.3

TABLE I (continued)

46. Female teachers weighed between 120 and 139 pounds	43.9
47. Had taught from eleven to twenty years	42.2
48. Did not participate in either an indoor or an outdoor sport	41.6
49. Attended two colleges	40.2
50. College major was elementary education	40.2
51. Owned home worth between \$15,000 and \$20,000	40.2
52. Male subject teachers were 5'10" in height	40.0
53. Male subject teachers weighed between 160 and 179 pounds	40.0
54. Watched specials or documentaries on television	38.5
55. Female subject teachers stood 5'3" to 5'5" in height	37.8
56. Attended one college	37.5
57. Had a bachelor's degree plus 15 hours	37.5
58. Father of teacher had terminated education with high school graduation	37.4
59. Spent from one to ten hours per week planning for teaching	37.3
60. Attended serious stage plays	36.3
61. Were from thirty-six to fifty years of age	36.2
62. Had bachelor's degree only	34.7
63. Mother of teacher had terminated education with high school graduation	34.7

TABLE I (continued)

64. Mother of teacher had less than a high school education	34.7
65. Had taught "culturally advantaged" children eleven to twenty years	34.2
66. Attended educational activities	33.5
67. Had no school experience before entering first grade	33.3
68. Attended two schools from kindergarten through the sixth grade	33.3

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to find, if there were any, the similarities in the backgrounds, present activities, and attitudes of teachers who have been successful in teaching in "culturally advantaged" areas.

Literature was reviewed concerning teachers' background, attitudes because of their background, attitudes and behavior, present activities, and previous studies.

Permission to carry out the study was sought and secured from the administrative heads of the Des Moines Independent Community School District.

A questionnaire was carefully constructed, validated, and taken by the investigator to the principals of the "culturally advantaged" area schools of the Des Moines Independent Community School District. Eighty-three questionnaires were given to the principals and 86.3 per cent were returned.

The characteristics of the "most successful" teacher of "culturally advantaged" children are grouped under the following headings: physical; background; parents; college; social function; personal habits; and teaching habits. By the investigator's definition of "similarity," the incidence of one-third of respondents indicating a

like response to a question was sufficient. In the case of two characteristics the one of highest percentage were reported in the groupings.

Physical. The "most successful" teacher of "culturally advantaged" children was female, fifty-one years of age or older, stood between 5'3" and 5'5" in height, and weighed between 120 and 139 pounds.

Background. The "most successful" teacher went to Sunday school before entering the first grade. She went to only one school, which was a public school with a student population of over 90 per cent Caucasian, from kindergarten through the sixth grade.

Parents. The parents of the "most successful" teacher had graduated from high school. The mother did not work whereas the father did. The father's occupation was that of a farmer. The parents' place of residence was primarily rural or open country and their home was a well-kept single family house. The parents attended church regularly and encouraged their child to graduate from college.

College. The "most successful" teacher of "culturally advantaged" children attended two colleges before graduating from Drake University. She majored in elementary education. Her grade point was between three point zero and three point four. She had a bachelor's degree plus fifteen graduate hours and had not taken any graduate courses in

the last two years.

Social functions. The "most successful" teacher was married and had one or more children. She was Caucasian, attended church regularly and was a Protestant. Her home is worth more than \$20,000, owned by the teacher and her spouse, and was in a primarily residential area. She belonged to one or more clubs not limited to educators.

Personal habits. The "most successful" teacher of "culturally advantaged" children participated in either an indoor or outdoor sport. She did not smoke tobacco. She watched television from one to ten hours per week and watched the national and local news, and specials or documentaries. The events she enjoyed attending were tours of historical sites, musical and serious stage plays, and educational activities. During her leisure time she either read or was working on a hobby.

Teaching habits. The "most successful" teacher of "culturally advantaged" children had taught from eleven to twenty years. She had taught in her present school from one to five years and had taught "culturally advantaged" children from one to ten years. She spent eleven to twenty hours per week in preparation and evaluation of her teaching duties. The "most successful" teacher taught a grade between kindergarten through third. She was a member of the National Education Association and its local affiliates

and one other organization, limited to educators, of her choice.

In the one factor where no "similarity" was obtainable the mean was determined:

1. The parents of the "most successful" teacher had three and five-tenths children.

In comparing the results of this study, in which teachers of the Des Moines Independent Community School District were questioned, to previous studies the following results were obtained:

1. The Des Moines study and the previous studies found that the large majority of teachers of the "culturally advantaged" child came from, and are, members of the middle-class. The middle-class status of the Des Moines teachers was shown by these facts: the teachers were Caucasian and had attended one public elementary school, which had a student population of over 90 per cent Caucasian, from kindergarten through the sixth grade; the fathers of the teachers were farmers; the parents of the teachers had a well-kept single family house located in a rural or open country area; both parents had graduated from high school and encouraged their off-spring

to graduate from college; the teachers' parents attended church regularly; the teachers had gone to church regularly all their lives; their homes, which they owned, were worth over \$20,000 and located in a residential neighborhood.

2. The investigator's findings concerning subject teachers' belonging to non-educator clubs are in close agreement with the data of the National Education Association study, which found 80.0 per cent belonged to either religious and professional clubs or relief or welfare organizations. The investigator found 79.1 per cent of his subject teachers belonging to non-educator clubs.
3. The Des Moines study showed 51.4 per cent of the teachers teaching "culturally advantaged" had taught eleven or more years. The study by Havighurst concluded that 58.0 per cent of the teachers of "culturally advantaged" had taught sixteen or more years.
4. Both the Havighurst study and the Des Moines study showed a large percentage of the teachers of "culturally advantaged" students as being female.

5. The investigator's findings concerning the age of the teachers of "culturally advantaged" students differed markedly with the results for all teachers as shown by the reports of the National Education Association. In the Des Moines study 50.7 per cent of the teachers were fifty-one years of age or over, whereas the National Education Association found only 24.1 per cent of all teachers to be fifty or more years of age.
6. The study by Sproule indicates the "most successful" teachers are not necessarily the "most successful" students while in school. In contrast, the Des Moines investigation showed the majority of those teachers received well above average grades while in college.
7. The investigator's findings of the degree held by the "most successful" teachers of "culturally advantaged" students and those reported of all teachers by the National Education Association differ somewhat. The Des Moines study found 27.8 per cent of all subject teachers had received their Master's degree, in comparison, to 18.1 per cent of all teachers reported by

the National Education Association.

8. The Des Moines study and previous studies showed large percentages of subject teachers being married.
9. Both the Des Moines study and the study by the National Education Association reported similar findings concerning the number of children of teachers. In the Des Moines study 54.1 per cent, of teachers who are married or have been, as having one or more children. The National Education Association cited 55.2 per cent, of those teachers who are married or have been, as having one or more children.
10. It was true of both the group of Des Moines teachers studied and groups from previous studies that a high percentage of teachers engaged in activities centered around reading and the fine arts.



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APPENDIXES

APPENDIX A

EXPLANATORY AND INSTRUCTIONAL PAGE FOR QUESTIONNAIRE

Dear Teacher:

Personnel officers of the Des Moines Independent Community School District have stated they sometimes have difficulty finding teachers to serve successfully in Culturally Advantaged Area Schools. The purpose of this questionnaire is to find characteristics of teachers who are successful in teaching children from Culturally Advantaged Area School districts.

Your principal has selected you as being one of the most successful teachers in this building. He and I are asking you to fill out the questionnaire you have.

Instructions:

1. Instructions for the various items are provided before each topic.
2. Do not put your name on this questionnaire. This will insure that no one will know who filled it out.
3. After you have finished please place the questionnaire in the stamped, self addressed envelope provided and mail it.

Thank you for your time and effort,

Yours truly,

Gary Sheldon

APPENDIX B

QUESTIONNAIRE

I. Instructions: Answer the questions below either by a check or by writing your answer in the blank.

1. What sports, both indoor and outdoor, do you participate in?

_____None _____

2. List the type hobby or hobbies you have.

_____None _____

3. List any club or clubs to which you belong that are not limited to educators.

_____None _____

II. Instructions: Answer the questions below by writing the answers in the blanks at the beginning of each question.

1. _____ How many years have you taught?

2. _____ How many years have you taught culturally advantaged children?

3. _____ How much time do you spend per week in preparation and evaluation for your teaching duties?

4. _____ What grade do you teach?

5. _____ How long have you taught in your present school?

III. Instructions: Answer the questions below by putting your information in the blanks preceeding them.

1. Would you list the following physical characteristics that you possess?

_____ Height

_____ Weight

_____ Sex

_____ Age

IV. Instructions: Answer the questions below either by a check or by writing the answer as the question directs.

1. To which of the following professional groups do you belong?

_____ Local educational association

_____ State educational association

_____ National Educational Association

_____ None

2. Do you belong to the teachers' union?

_____ Yes

_____ No

3. Please list any other educational association to which you belong.

V. Instructions: Answer the questions below either by a check mark or by writing in the space provided.

1. How many colleges/universities did you attend before you graduated?

2. From what college/university did you graduate?

3. What was your grade point while in college?

4. Degree achieved:

_____ Bachelor

_____ Bachelor plus 15 graduate hours

_____ Master

_____ Master plus 30 graduate hours

5. Major and minor in college. Please list even though you were in elementary education.

_____ Major

_____ Minor

6. Are you at the present time taking any courses at a college or university?

_____ Yes

_____ No

7. Have you taken any courses at a college or university during the past school year?

_____ Yes

_____ No

VI. Instructions: Answer the following questions by either filling in or marking the blanks for each question.

1. To which of the following religions do you belong?

_____ Protestant

_____ Catholic

_____ Jewish

_____ Other

2. How often do you attend a house of religion for religious services?

_____ Regularly: missed few religious services during the year.

_____ Often: attended over half the religious services during the year.

_____ Seldom: attended religious services conducted only on major holy days of your religion.

_____ Never: attended no religious services during the year.

VI. (continued)

3. ☐ Married: if married how many children?
☐ Single
☐ Divorced: if children how many?
☐ Widow: if children how many?
☐ Widower: if children how many?
4. Place of residence:
☐ Apartment
☐ Rent home
☐ Own home
5. Place of residence:
☐ Primarily residential
☐ Primarily commercial or industrial
☐ Both residential and commercial/industrial
☐ Primarily rural, farm or open country
☐ Small town, under 25,000 population
6. Price range of the majority of the homes in your neighborhood.
☐ Under \$5,000
☐ \$5,000-\$10,000
☐ \$10,000-\$15,000
☐ \$15,000-\$20,000
☐ \$20,000 and above

VII. Instructions: Answer the following questions by either filling in or marking the blanks for each question.

1. _____ How many children were in your parents' home while you lived with them?

2. How often did your parents and their family attend church?

_____ Regularly: missed few religious services during the year.

_____ Often: attended over half the religious services during the year.

_____ Seldom: attended religious services conducted only on major holy days of their religion.

_____ Never: attended no religious services during the year.

3. What was the educational level of your father or male guardian?

_____ High school graduate

_____ If not a high school graduate what was the total years of education?

_____ Years of college: _____¹; _____²; _____³

_____ College graduate

VII (continued)

4. What was the educational level of your mother or your female guardian?

_____ High school graduate

_____ If not a high school graduate what was the total years of education?

_____ Years of college: _____1; _____2; _____3

_____ College graduate

5. Was your mother or female guardian employed during the majority of the time you were living with her?

_____ No

_____ Yes; if yes what type work?

6. Was your father or male guardian employed during the majority of the time you were living with him?

_____ No

_____ Yes; if yes what type work?

7. Which describes the neighborhood in which you lived when you lived with your parents?

_____ Primarily residential

_____ Primarily commercial or industrial

_____ Both residential and commercial/industrial

_____ Primarily rural, farm or open country

_____ Small town, under 25,000 population

VII (continued)

8. Which best describes the dwellings in the neighborhood in which you lived the majority of the time you were living with your parents?
- ☐ Well-kept single family house
- ☐ Well-kept multi-family dwellings
- ☐ Run-down single family house
- ☐ Run-down multi-family dwellings
9. What educational aspirations did your parents hold for you? Please mark only one.
- ☐ Wanted me to be near the top of the class
- ☐ Wanted me to pass each year
- ☐ Wanted me to graduate from high school
- ☐ Wanted me to graduate from college
- ☐ I don't know
10. What school experience did you have before entering the first grade?
- ☐ Nursery school
- ☐ Sunday school
- ☐ Summer Bible school
- ☐ None outside the home
11. How many schools did you attend during the school years from kindergarten through the sixth grade?
- ☐

VII (continued)

12. Was the school or schools you attended from kindergarten through the sixth grade

_____ Racially mixed: non-white student population consisted of more than 10 per cent

_____ Student population 90 per cent or more Caucasian

_____ Student population 90 per cent or more non-white

13. Were the schools you attended

_____ Public

_____ Private

_____ Both public and private schools were attended

14. Are you a veteran of one of the branches of the United States armed forces?

_____ No

_____ Yes

15. Do you belong to any of these minority groups?

_____ American Indian

_____ Negro

_____ Oriental

_____ Spanish-surnamed American of

_____ Cuban descent

_____ Mexican descent

_____ Puerto-Rican descent

_____ No

VIII. Instructions: Answer the following questions by either filling in or marking the blanks for each question.

1. Do you smoke tobacco?

_____ No

_____ Yes

2. Do you drink alcoholic beverages?

_____ No

_____ Yes: if yes which do you prefer?

_____ Beer

_____ Wine

_____ Hard liquor

3. How much time do you spend watching television during an average week?

_____ Hours

4. If you had an opportunity to attend any of the following functions which would be your first choices? List in order of preference the top five choices.

_____ Movie

_____ Concert

_____ Travel film

_____ Sporting event

_____ Musical stage play

_____ Serious stage play

_____ Guest lecture

VIII (continued)

- _____ Tour historical and or interesting site
 - _____ Educational activities related to the improvement of your teaching
5. List in order of preference the top five television programs you watch.
- _____ Light comedy: examples, My Three Sons, To Rome with Love
 - _____ Variety: Examples, Ed Sullivan, Glenn Campbell
 - _____ Dramatics: examples, classical plays, Greek tragedies
 - _____ Western: examples, Gunsmoke, Bonanza
 - _____ Crime and Detective: examples, FBI, Ironside
 - _____ Science fiction: example, Land of the Giants
 - _____ Talk shows: examples, Johnny Carson, Dick Cavett
 - _____ Movies on television
 - _____ Sports: examples, tennis, football, golf
 - _____ Quiz shows: examples, You Bet Your Life, Newly Wed Game
 - _____ Panels: examples, Face the Nation, Meet the Press
 - _____ Educational television: example, KDIN
 - _____ National news: examples, Huntley-Brinkley, Walter Cronkit

- _____ Local news: examples, KRNT, WHO
- _____ Soap opera: example, As the World Turns
- _____ Specials/Documentary: examples, National Geographic, Christmas programs

6. List in order of preference the top five choices of what you prefer to do during your leisure time.

- _____ Play cards with friends
- _____ Work with young people
- _____ Watch television
- _____ Stay home with the family
- _____ Visit relatives
- _____ Visit friends
- _____ Participate in outdoor activities
- _____ Camp out
- _____ Participate in a sport
- _____ Continue your education
- _____ Political activities
- _____ Read
- _____ Work on your hobby
- _____ Donate time to community organizations
- _____ Go for a drive
- _____ Go shopping
- _____ Dine out
- _____ Sing with groups